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ABSTRACT

In response to shifting demand for teachers, a special education option was added to the University of Delaware's undergraduate elementary program. Without sacrifice of existing programs, college resources were reallocated to maximize the normalization of school services for educationally handicapped children. Thirty-six to 40 undergraduates per year complete the approved program in the specialty areas of mental retardation, behavior disorders, and learning disabilities; an equal number complete the elementary general program with an area of interest in special education. Training in both options is identical until the senior year when differentiated practice teaching is given. The dual track approach promotes mainstreaming by establishing a broad area of commonality in the training of both special and general elementary teachers. A heavy commitment to clinical training takes students into the schools during all four program years. Students are bused to local schools for methods demonstration and practice throughout the junior year. The senior practicum features a reciprocal arrangement in which each student receives supervision from a curriculum/methods specialist and diagnostic specialist both in seminar and on-site--this in addition to the daily supervision provided by the cooperating teacher. (Appendixes include the program's proposal, excerpts from the evaluation report, and a narrative description of the program.) (Author)

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Application

to

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

Distinguished Achievement Awards Program, 1975

Submitted by:

The Undergraduate Elementary/Special Education Program

College of Education

University of Delaware

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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SP010 578

Summary of University of Delaware Application to 1975 DAA Program

In response to shifting demand for teachers, a special education option was added to Delaware's undergraduate elementary program. Without sacrifice of existing programs, College resources were reallocated to maximize the normalization of school services for educationally handicapped children. Thirty-six to forty undergraduates per year complete the approved program in the specialty areas of mental retardation, behavior disorders and learning disabilities; an equal number complete the Elementary General program with an area of interest in Special Education. Training in both options is identical until the senior year when differentiated practice teaching is given. The dual track approach promotes mainstreaming by establishing a broad area of commonality in the training of both special and general elementary teachers.

A heavy commitment to clinical training takes students into the schools during all four program years. Students are bussed to local schools for methods demonstration and practice throughout the junior year. The senior practicum features a reciprocal arrangement in which each student receives supervision from a curriculum/methods specialist and diagnostic specialist both in seminar and on-site--this in addition to the daily supervision provided by the cooperating teacher. The overall effectiveness of the clinical program is further extended by development of cooperative training centers in high need school districts (inner-city, rural). The centers are designed to foster hand-in-hand training of both inservice and preservice teachers.

Development

In 1970, the Bureau of Education for the Handicapped estimated that fewer than half of the nation's exceptional children were receiving appropriate school services. It was reported that 600 special education teachers were needed in Delaware alone. Up to this time, the University of Delaware had been offering master's degree programs in the areas of mental retardation and emotional disturbance; however, the number of teachers prepared at this level seldom exceeded 15 to 18 per year, and there was no teacher training program at all for the growing number of learning disabilities units within the state. Complicating the situation were two other factors: Funds for faculty expansion were shrinking, and the demand for general elementary teachers was slackening. The constraints placed upon the solution, then, were that the number of teachers could not be increased simply by increasing the size of the faculty; further program development would have to be conceived in terms of reallocating existing resources.

Developments within the field of Special Education led to the conclusion that the new program should move toward normalizing the school experiences of exceptional children. The concept of mainstreaming had gained professional support for several reasons. One was that the efficacy of high cost special classes had not been demonstrated. Another was the growing belief that low expectancy labels exerted a pernicious influence on the quality of instruction received by the children to whom the labels were applied. In the courts, child advocacy litigants had won endorsements of the principle that it was no more legitimate to deny equal educational opportunity on intellectual or psycho-social grounds than on racial grounds.

Within this context, the following goals were formulated:

1. To extend the existing elementary education program to include training options in the specialty areas of mental retardation, behavior disorders and learning disabilities, such that 36 to 40 teachers per year would become available for immediate service in special education settings upon completion of undergraduate training.

2. To provide an area of interest in Special Education as an option for general elementary students, such that an additional 36 to 40 teachers per year would be prepared to serve exceptional children more effectively in regular classes, and/or become fully certified in Special Education through completion of minimal additional post-graduate requirements.

3. To be guided in program development by a commitment to the philosophy of Normalization through emphasis on: (a) the similarities of children rather than differences; (b) the common core of instructional techniques that are helpful to children irrespective of traditional labels; (3) the need for integrative rather than segregative models of special education.

4. To maximize the clinical component of teacher training by providing graded on-site experiences throughout the four year training program: Informal observation and tutoring in lower division courses; systematic observation and on-site methods practice throughout the junior year; full time practice teaching during one semester of the senior year.

5. To make the fullest use of instructional technology for purposes of: (a) improving the quality of college instruction; (b) demonstrating that the validity of the learning principles espoused in the program are not situation-specific but are applicable to all levels of instruction; (c) creating the scheduling flexibility needed to accommodate various phases of clinical experience; (d) balancing the relatively high cost of clinical training with reductions in the cost of information-giving forms of instruction.

6. To develop cooperative teacher training centers in areas of high need, such that in-service training will proceed as a natural concomitant of pre-service training (esp. see Attachment A, Urban Center Proposal).

Description

Figure 1 provides a spatial representation of the three principal components of the Elementary/Special Education Program. Compartments are drawn to scale to represent number of credits (semester hours), the basic unit being a three credit course, with 128 credits required overall. Figure 2 is the suggested scheduling pattern used as a guide to course selection.

Most of the General University Component is taken in the Freshman and Sophomore years. Students are free to select specific courses within each subject matter area, except in mathematics, where basic math concepts and math for the elementary school teacher are prescribed for all 9 credits, and in the Language & Humanities Area, where 3 credits of basic English are prescribed. Faculty advisors typically suggest Area courses that are related to Special Education (e.g., Sociolinguistics in Area A, Child Psychology in Area B); however, the student is free to meet unprescribed area requirements as he chooses.

The Elementary Component consists of two parts, Foundations and Methods. Tutoring assignments in local schools are regularly offered in Foundations courses. The 24 credit Methods Block is offered in two 12 credit sequences during successive semesters of the junior year. Following a brief period of college classroom instruction, students and instructors are bussed to local schools for on-site methods demonstration and practice. As a result of this training, students have extensive classroom experience prior to the start of practice teaching, minimizing the period of "breaking in" that is usually required.

The Special Education Component also consists of two parts, a core of five courses in which the curriculum is the same for all enrollees, regardless of specialty area, and a practice teaching semester in which training is highly individualized. Elementary students pursuing an Area of Interest in Special Education take all of the Core courses, but not the Integrated Practice Teaching semester. The Special Curriculum Problems and Diagnostic Techniques courses are available only to Special Education majors enrolled in Student Teaching. Student teachers bring problems encountered in practice teaching to seminar one afternoon per week. Instruction in (1) diagnostic procedures and (2) curriculum procedures is given by the student teaching supervisor and a diagnostic specialist. Students take the faculty input back to the practice teaching site. Both faculty members provide periodic on-site supervision of individual students as a follow-up to instruction given in seminar.

Objectives

Graduates of the program are expected to (1) recognize and/or state the discriminant characteristics of the categories of exceptionality, the principal theories and treatment practices associated with them, and the administrative arrangements through which services are delivered; (2) analyze the learning and conduct problems of exceptional children, in terms of the interaction between the child and controlling elements of the environment; (3) plan and implement instructional and behavior management programs which are consistent with the child's ability and promote socially-valued skills; (4) manage the classroom activities of pupils--both individually and in groups--with a minimum of punitive control; (5) develop and maintain liaison with school personnel, parents, or community agencies.

Personnel Involved

Elementary/Special Education students normally receive instruction from Arts & Science faculty while completing requirements for Areas A through E. Professional Components are as follows:

Components	Prof.	Assoc.	Asst.	Inst.	Mean Years of Experience Public School	Field
Elementary Foundations	1	2	4	-	1.5	6.5
Elementary Method	2	2	6	3	6.3	13.0
Special Ed. Core	1	-	3	-	3.5	12.8
Special Ed. Practicum	-	-	1	1	7.5	12.5

Budget

PRO RATA BUDGET FOR SPECIAL EDUCATION STUDENTS AND ELEMENTARY STUDENTS WITH SPECIAL EDUCATION AREA OF INTEREST

Budget Category	Area of Interest Students (n=40)	Elementary/Special Ed. Students (n=40)
Faculty Salaries		
Foundations	17,185	17,185
Methods	10,600	10,600
Core	8,600	8,600
Clinical	6,000	15,500
Total Salaries	42,385	51,885
Facilities		
Resource Center	4,000	4,000
Computer	1,000	1,000
Secretarial Service	5,400	5,400
Supplies	750	1,000
Clinical Experiences (Transportation)		
Survey Course	100	100
Methods Block	700	700
Practice Teaching (Supervisor & Aide)	-	960
GRAND TOTAL	54,335	65,045

Contribution to the Improvement of Teacher Education

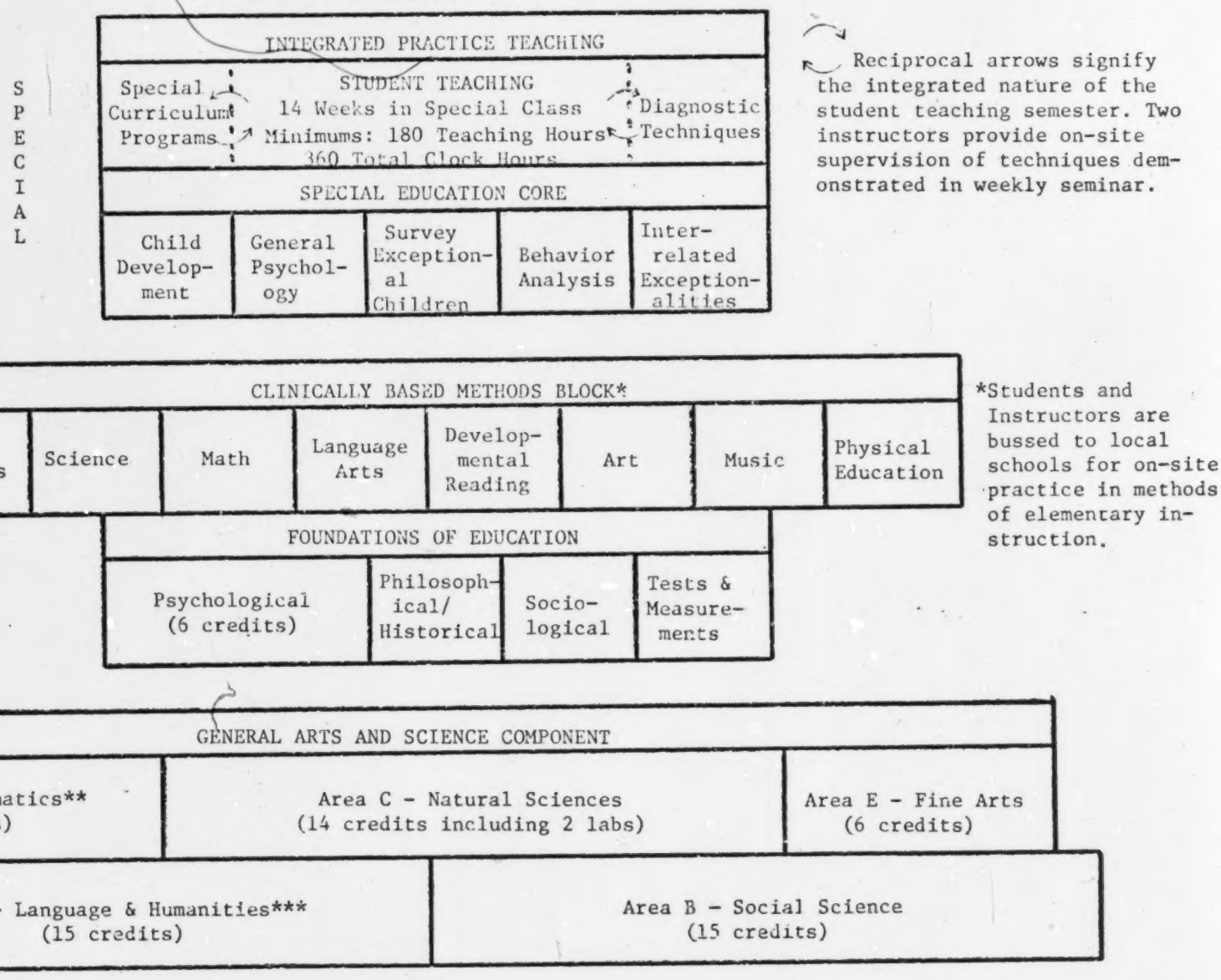
The principle distinction of Delaware's Elementary/Special Education Program lies in the conceptualization and implementation of training aimed at normalizing school services for educationally handicapped children. The basic premise is that normalization is more likely to occur if elementary classroom teachers are pulling handicapped children toward the mainstream at the same time that special classroom teachers are pushing them toward it. Delaware's program promotes articulation between special and elementary units by offering identical core training for both majors. Through increased clinical work with non-exceptional as well as exceptional children, the special education trainee gains greater understanding of the regular class teacher's responsibilities and needs; through exposure to the special education core, the Area of Interest trainee gains a greater understanding of the specialist's procedures and goals.

Evaluation

Program evaluation is of two basic kinds: Continuous Internal and Periodic External. In the former, it is assumed that the test of teacher training is the effectiveness of the final product. Effectiveness has been operationalized during practice teaching as the Record of Observation (Figure 3) and the Cooperating Teacher's Weekly Summary of Performance (Figure 4). Additionally, feedback to the program is solicited from graduates at intervals after program completion. Periodic external evaluation is exemplified in the excerpt from the formal NASDTEC assessment of college programs, October, 1973 (Attachment B). Self-analysis reports of the kind exemplified in Attachment C were prepared with reference to NASDTEC national standards.

FIGURE 1

THE UNIVERSITY OF DELAWARE UNDERGRADUATE ELEMENTARY/SPECIAL EDUCATION PROGRAM
A SPATIAL REPRESENTATION OF COURSE CREDIT DISTRIBUTION BY GENERAL, ELEMENTARY AND SPECIAL EDUCATION COMPONENTS



**9 credits of Basic Math Concepts and Math for the elementary school teacher are prescribed

***3 credits of Critical Reading and Writing prescribed

Figure 2

A SUGGESTED SCHEDULING PATTERN FOR THE PROGRAM IN ELEMENTARY/SPECIAL EDUCATION LEADING TO CERTIFICATION IN SPECIAL EDUCATION

FRESHMAN

E 110	3	Area A course (humanities)	3
Area B course (soc. sci.)	3	Area B course (soc. sci.)	3
Area C course (science)	3-4	Area C course (science)	3-4
Area D course (M251)	3	Area D course (M 252)	3
*CD 121 Child Development	3	*PSY 201 Gen Psychology	3
	15-16		15-16

SOPHOMORE

ED 209	3	H 203	1
Area A course (humanities)	3	Area A course (humanities)	3
Ed. Foundations course	3	Area B course (soc. sci.)	3
Area C course (science)	3-4	Area C course (science)	3-4
Area E course (fine arts)	3	*ED 230 Intro to Excep. Child	3
	15-16	Ed. Foundations course	3
			16-17

JUNIOR

ED 371 (social studies)	3	ED 372 (math)	3
ED 374 (language arts)	3	ED 373 (science)	3
MUE 390 (music materials)	3	ARE 328 (Art Ed.)	3
ED 421 (reading)	3	PED 311 (P.E. for El. Tchrs.)	3
*ED 340 (Behavior analysis)	3	(*)(**)ED 345 (Interrelated Ex.)	3
ED 410 (Educ. Psych.)	3	M 361 (math)	3
	18		18

SENIOR

**ED 400 (Student Teaching)	9	ED 660 (test/measurement)	3
**ED 430 (Inst. Problem)	3	Area B (soc. sci.)	6
*ED 435 (Ed. Eval. Exc. Child)	3	Area A (humanities)	3
	15	Area E (fine arts)	3
			15

* Core Special Education
** Specialty Area in Special Education
A. Mental Retardation
B. Behavior Disorders (S&E)
C. Learning Disabilities

*Core
**Specialty

4/20/73

Figure 3

RECORD OF OBSERVATION

S. Gorrafa
Sp. Ed. Practicum

STUDENT TEACHER:_____

DATE:_____ ACTIVITY:_____

TIME:_____ NUMBER OF CHILDREN:_____

	Comments	Ratings				
		EXCELLENT	VERY GOOD	GOOD	SATISFACTORY	
Instructional setting prepared.						
Materials prepared, available.						
Task objectives.						
Task requirements.						
Task sequencing.						
Meeting individual needs.						
Attention obtained.						
Attention maintained.						
Verbal praise-enthusiasm.						
Verbal praise-frequency.						
Prompts used effectively.						
Physical reinforcement (contact) used effectively.						
Reinforcement withheld effectively.						
Language-direct, specific, concise.						
Speech-clarity, intensity, pitch.						
Negative statements - frequency.						
Handling children with respect.						
Appearance.						
Outward show of confidence.						
Cooperating teacher's report.						

Figure 4

UNIVERSITY OF DELAWARE

Special Education Practicum

Cooperating Teacher's Weekly Summary of Performance

Rating Scale: Definite Target for Improvement — Satisfactory — Good — Very Good — Excellent

1 — 2 — 3 — 4 — 5

Observed Behavior		Rating
Assistance with instruction and other duties	(a) on request	____
	(b) on own initiative	____
Classroom arrangement and decoration		____
Supervision of routine activities		____
Attention of pupils obtained	(a) individual	____
	(b) group	____
Attention of pupils maintained	(a) individual	____
	(b) group	____
Instructions given clearly		____
Lessons	(a) planned	____
	(b) appropriate level	____
	(c) allowed for individual differences	____
	(d) fulfilled the objectives	____
Verbal praise	(a) frequency	____
	(b) enthusiasm	____
	(c) variation	____
	(d) appropriate	____
Rapport with	(a) pupils	____
	(b) teachers	____
	(c) others _____	____
Response to unexpected comments or events		____
Attendance at meetings		____

Date _____ Signed: Cooperating Teacher _____

Student Teacher _____

ATTACHMENT A

Wilmington School District Outline of Student Teaching Center Proposal for Spring 1975

The Undergraduate Elementary/Special Education Program

College of Education

University of Delaware

SUBJECT: PROPOSED "EXCEPTIONAL CHILDREN STUDENT TEACHING CENTER"

I. PROGRAM DESIGN

A ---WHICH WOULD PROVIDE THE PARTICIPATING STUDENT TEACHERS EXPERIENCES BEYOND THE TEPS REQUIREMENT (E.G., STUDENT TEACHER BEING PLACED WITH AN APPROPRIATELY DISTRICT CERTIFIED TEACHER--LD, SEM, EMR, ETC.) SUCH AS:

1 ---WORKING IN THE "RESOURCE CENTER-MAINSTREAMING" MODEL : WORKING WITH SPECIFIC CHILDREN (BOTH CATEGORICAL & NONCATEGORICAL) IN THE RESOURCE CENTER SETTING AS WELL AS IN THE "REGULAR" CLASSROOM SETTING -- PARTICIPATING IN THE "CARRYOVER" COMPONENT OF THE INDIVIDUAL EDUCATIONAL PLAN

2 ---INVOLVEMENT IN THE PRD (PLACEMENT-REVIEW-DISMISSAL) COMMITTEE PROCESS : INTERDISCIPLINARY TEAM ACTION, PARENTAL INVOLVEMENT, DEVELOPMENT OF THE INDIVIDUAL EDUCATIONAL PLAN, DIALOGUE BETWEEN "REGULAR" AND "PEC" (PROGRAMS FOR EXCEPTIONAL CHILDREN) TEACHING STAFF; FUNCTIONAL USE OF ASSESSMENT DATA, ETC.

3 ---OBSERVATION AND PARTICIPATING IN THE DISTRICT'S PILOT PROJECTS INVOLVING "BRIGHT AND TALENTED" PUPILS

4 ---EXPERIENCES WITH DISTRICT PROGRAMS INVOLVING OTHER EXCEPTIONALITIES TRAINABLE, BILINGUAL, ORTHOPEDICALLY HANDICAPPED, VISUALLY HANDICAPPED, ETC.

B ---THREE SITES : ONE MIDDLE SCHOOL AND TWO ELEMENTARY SCHOOLS

C ---TWO PART-TIME DISTRICT "STUDENT TEACHING COORDINATORS"

1 ---ONE WITH UPPER INTERMEDIATE & MIDDLE SCHOOL EXPERTISE
2 ---ONE WITH EARLY CHILDHOOD & PRIMARY EXPERTISE

D ---EDP 430 (INSTRUCTIONAL PROBLEMS)

1 ---AN EXEMPLARY SEMINAR DESIGN WHEREBY THE PARTICIPATING UNIVERSITY STUDENT TEACHERS WOULD HAVE OPPORTUNITIES TO DEAL WITH THE REALITIES OF UNDERSTANDING THE MANY VARIABLES RELATED TO THE PSYCHO/EDUCATIONAL LEARNING PROCESSES OF DISADVANTAGED MINORITY CHILDREN

2 ---THIS WOULD ENTAIL UTILIZING THE EXPERTISE OF THE DISTRICT STAFF ENCOMPASSING A BROAD RANGE OF SPECIAL AREAS : PSYCHOLOGY, SOCIAL WORK, GUIDANCE, READING, BILINGUAL, "HEAD START", "COMMUNITY SCHOOL", ETC.

10-18-74

ATTACHMENT B

Excerpts From NASDTEC Evaluation Report

concerning

The Undergraduate Elementary/Special Education Program

College of Education

University of Delaware

Based on site visit October, 1973

AREA: SPECIAL EDUCATION

Section in Standards: 3.5.8 and 4.2

The Special Education staff at the University of Delaware consists of five full-time and five part-time faculty offering programs in mental retardation and behavioral disorders at both the undergraduate and graduate levels and the learning disabilities program at the undergraduate level.

The following informational sources were considered in making comments regarding the programs:

Review of the document, University of Delaware Self Analysis of Teacher Education Report

Interviews with all full-time faculty

Several mimeographed attachments not available with the original document

Review of course syllabi within the department

A tour of existing teaching and resource facilities at Hall Education Building

Visitations to seminar classes with seniors

A group interview with a sample of graduate and undergraduate students

Visitations and discussions with
15 of the 21 student teachers
6 cooperating teachers
the Department's supervisor of student teachers

Commendations

The University's Department of Professional Services within the College of Education can be commended for:

1. Redeploying resources to meet the priorities and needs of exceptional children in the State of Delaware.

2. Developing since 1970 an undergraduate program in special education to meet the identified shortages of certified special education staff in the local school districts of Delaware.

3. Developing a cooperative working relationship with the Division of Continuing Education which facilitates the provision of courses, workshops, and consultancies to meet the needs of teachers and administrators of programs for exceptional children in Delaware.

4. Developing a Philosophy of Education that focuses upon the commonalities rather than the differences among children.

5. Developing course offerings that:
   show evidence of being interrelated and sequential

   offer clinical and observational experiences with exceptional children early in the college career of the student

   provide for advisement and supervision of the students as an integral part, especially the student teaching core

   focus upon the stated competencies required for teaching exceptional children

   use strategies of instruction that are based upon sound psychologies of learning and behavior

   integrate professional education with field experiences

   Incorporate the use of the Resource Centers in computerized and non-computerized self study instructional units.

6. Developing a student CEC chapter that led to the development of a state federation of CEC.

7. Developing at the graduate level a diversity of practicum experiences that offer opportunities at both urban and suburban centers.

Recommendations

In order to further strengthen the program it is recommended:

Undergraduate

1. Develop a planned program within the Junior level "methods block" that provides experiences in transitional methodology from regular to special education.

2. Develop planning committees in conjunction with the Reading Center and Mathematics Department to review course requirements for special education students. The purpose of such study would be to:

   increase the competency of the teaching of reading to exceptional children

   make the math courses relevant to the students' needs in teaching exceptional children.

3. Develop student teaching sites which would provide experiences at the urban, suburban, and rural regions of the state.

Graduate

Develop a priority ranking of resources that continues and expands (together with the Division of Continuing Education):

assistance in programming in-service activities and retraining of teachers of exceptional children

a planned sequence of courses in downstate Delaware to meet certification requirements of teachers

a planned sequence of courses to meet the needs of regular education administrators dealing with programs for exceptional children.

Consider together with the Reading Center the development of a graduate level program in the area of learning disabilities which would provide needed leadership within the State.

ATTACHMENT C

A Narrative Outline of the Undergraduate Elementary/Special Education Program

College of Education

University of Delaware

Prepared in reference to National Standards
and submitted to the NASDTEC EVALUATION TEAM
October, 1973

UNDERGRADUATE ELEMENTARY/SPECIAL EDUCATION PROGRAM

The Narrative Outline

. Program Goals and Objectives

A. The University of Delaware's undergraduate program in Elementary/Special Education was developed in response to state and national needs for trained teachers of exceptional children. It has been estimated by the Department of Public Instruction that only about half of Delaware's educationally handicapped children receive appropriate services, and that an additional 600 special education teachers would be required to meet current needs. The Bureau of Education for the Handicapped estimates that services are even more deficient nationwide, with only 40% of exceptional children receiving appropriate services. Given these and other indicators of need, program goals were formulated as follows:

1. To extend the existing elementary education program to include training options in the specialty areas of mental retardation, behavior disorders, and learning disabilities, such that an additional 45 to 50 teachers per year would become available for service in special education settings.
2. To be guided in program development by a commitment to the philosophy of normalization through emphasis on:
   a. the similarities of children rather than differences
   b. the common core of instructional techniques that are helpful to children irrespective of the labels by which they have been categorized
   c. the need for integrative rather than segregative models of special education

3. To build into the program an evaluative component through feedback from consumers, including graduates of the program, their supervisors, their pupils, and the parents of their pupils.

B. Graduates of the program are expected to (1) recognize and/or state the discriminant characteristics of the categories of exceptionality, the principal theories and treatment practices associated with them, and the administrative arrangements through which services are delivered; (2) analyze the learning and conduct problems of exceptional children, in terms of the interaction between the child and controlling elements of the environment; (3) plan and implement instructional and behavior management programs which are consistent with the child's ability and promote socially-valued skills; (4) manage the classroom activities of pupils--both individually and in groups--with a minimum of punitive control beyond the confines of the setting in which it is developed, through liaison with school personnel, parents, or community agencies. (IV A, 1, 1)

C. The program, as described in the University catalog, does not reflect one important change that was implemented in the Fall semester, 1973. The student teaching semester has been strengthened by increasing the number of hours devoted to this all-important clinical experience from six to nine. Additionally, students no longer split their student teaching experience into elementary and special education components but devote the entire semester to practice teaching in special education. The proposed change was initially urged by the State Advisory Committee on Student Teaching in December, 1972. During the Spring semester, 1973, the proposal was widely publicized in open meetings with students and faculty. Subsequently, it was recommended for adoption by the Committee on Undergraduate Studies in Education and supported by the Advisory

Council to the Teacher Education Professional Standards Division, Department of Public Instruction (Dover, May, 1973). This change involves the redirection of only 6 credit hours; however, the consequence of the change is that graduates of the program receive certification in only the area in which their student teaching was performed, not dual certification as described in the catalog. (IVA, 3, 7)

II. Program Development and Review

A. Program development commenced with the appointment by Dean James Heck of a Special Education Task Force in the Fall of 1970. Members of the Task Force were Dr. George Brabner, Dr. John Gaynor, and Dr. Claude Marks, the latter two of whom were also appointed to represent the College in a state committee charged with developing inter-institutional channels of communication and cooperation. Membership of the latter consisted of representatives from local schools, the University of Delaware, and the Department of Public Instruction. Mr. Richard Connell, Supervisor of Federally-Funded Programs for the Handicapped, DPI, was chairman. Although an interinstitutional agreement was not formalized, communication did take place and has continued without interruption through the State Advisory Committee on Federally-Funded Programs for the Handicapped, University representation to which has been maintained alternately by Dr. Marks and Dr. Gaynor. As previously mentioned, the program has sought the advice of the State Advisory Committee on Student Teaching and the State Advisory Council on Teacher Education and Professional Standards. Formal committee attendance has been supported throughout on a foundation of informal contact with teachers, school officers, State Department personnel, and representatives from other teacher training programs (e.g., Dr. John Gaynor and Dr. J. Thomas Hopkins attended the January, 1973 Teacher Education Division Conference,

Council for Exceptional Children, in Chicago; and with Mrs. Sheila Gorrafa, Supervising Teacher, also attended the Dallas meeting of CEC; additionally, consultants from other training programs have been brought to the University of Delaware on matters of specific interest). Finally, student involvement has been paramount from the outset. It would not be overstating the case to say that the program has developed with such alacrity because of the active insistence of students that the program be established. The pattern of student involvement was established in February, 1971, with a drive to determine levels of student support for an undergraduate special education program. In conjunction with a campaign to enlist members in the principal professional organization concerned with handicapped children (Council for Exceptional Children), a series of meetings and presentations was conducted under the auspices of "Student CEC Week." The result of this activity was the formation of a new CEC chapter in Delaware, the granting of Federation status to the State of Delaware, and the support of more than 175 students for the creation of the new program. Since that time, student advice has been solicited on all major decisions affecting the program. This has been done in classes, open meetings, and in the formal structure of Faculty Committees, where representatives of student government (Undergraduate Council, College of Education) exercise the rights of voting membership. The liaison with students is to some degree reflected in the selection of the Coordinator of Undergraduate Special Education as one of two faculty advisors to UCCE.

Given the limitations of college resources on program expansion, it has been necessary to envision and design the program in phases. The first stage of development was undertaken with only the three faculty members

who were committed to the maintenance of two graduate programs (Mental Retardation and Behavior Disorders). Sophomore and Junior level courses were staffed from this manpower pool through the voluntary acceptance by each member of teaching overloads. With the program thus launched and the number of enrollees increasing each week, a fourth faculty member was added in September, 1972, and a fifth in January, 1973. By the end of the Spring Term, 1973, it was possible to complete Phase I with the graduation of the first 25 teachers dually certified in Elementary and Special Education.

Phase II was implemented in September, 1973, with the revision of the student teaching semester. The net effect of this change is threefold: (1) By forcing undergraduate students to choose between special and elementary certification, it imposes an element of self-selection on students who entered the program for reasons of job security rather than commitment to the education of the handicapped, thus providing a measure of assurance that only the best candidates complete the full certification program in special education; (2) By increasing the hours devoted to student teaching in special education settings, it more than doubles the contact hours students will have with exceptional children, thus overcoming the danger of graduates with inadequate experiences in two areas and supplanting them with graduates abundantly trained in their main field of interest; (3) By reducing the complexity of dual placements--i.e., reducing by one-half the number of schools and teachers with whom the Supervising Teacher must develop effective working relationships--greater flexibility is allowed in the presentation of concurrently-offered didactic courses (seminars in special instructional problems and in instructional diagnosis), so that a portion of the material may be presented as on-site, hands-on clinical experience.

Phase III planning will be underway throughout academic year 1973-74. Basically, this involves the examination of the elementary methods block with a view to developing sections in some areas that will provide more appropriate training for special education majors without sacrificing th vital link to general education to which our philosophy of normalization commits us. Additionally, the offerings of departments outside the College of Education will be appraised for purposes of improving advisement to students on selection of general education requirements (e.g., the selection of speech correction and sociolinguistics courses within Area A). Phase III will necessarily be a continuing phase, and will be responsive to changes in course offerings by the departments of the University.

B. Program Review

Formal organization of review procedures is incomplete at this time, due to the fact that we have only just recently produced a graduating class. Contemplated plans include mail surveys to graduated students at the end of the first half-year of teaching (December mailing), and to their supervisors at the end of a year. The form of the questionnaires will be determined during the second summer session, 1973 (a scheduled project for Drs. Gaynor and Hopkins). More immediately, the special education faculty will review available data from the first student teaching semester and will make sophomore and junior-level course revisions accordingly. The Supervising Teacher observed a number of discrepancies between the expectations for beginning student teachers and their actual skills. To the extent that it is possible to reduce these discrepancies by revision of the lower level courses, it will be done.

The review process is the responsibility of the Program Coordinator. Review of data generated by the evaluation system is the concern of all

faculty members involved in the undergraduate special education program. Among the three members bearing direct responsibility, the process of change will continue, as in the past, on the basis of informal discussion and mutual resolution. Frankly, we have not moved beyond this point at this stage of program development. The first priority is to set our own house in order. Program improvements that depend upon the voluntary cooperation of faculty members outside the department or college, must be solicited in the spirit of cooperation. One vehicle for collaboration exists in the Joint Home Economics-Education Committee on which the Coordinator of Undergraduate Special Education maintains membership.

Content of the Program

It is useful in discussing content to make a distinction between courses taken in the basic elementary program, special education core courses which are the same for all special education majors, regardless of area of specialization, and courses covering the specialty area. For purposes of exposition, we shall refer to these, respectively, as Elementary, Core, and Specialty courses. There is considerable overlap among types of courses. Generally, they may be thought of as dealing with the same subject matter--the who, what, when, where, why and how of instruction--but at increasingly refined levels. They are not viewed as discontinuous any more than we regard exceptional children as discontinuous from children in general. Where similarities in standards across categories are detected, we treat them as one.

Common and Specialty Standards

The introductory special education course (ED 230) provides a comprehensive treatment of the field of special education, stressing the concept of exceptional children as those who require modification of the regular school program in order to reach their maximum potential. Students receive auto-instructional

practice in articulating the parameters of the exceptionalities and the treatment strategies related to them (3.5.8.I). Field trips provide multiple opportunities for observation of institutions, treatment centers and classrooms, including the following:

Mental Retardation

Dependent

Wilmington Day Care Center

Trainable

Charles W. Bush School

Meadowood School

J.E. Wallace Wallin School

Educable

Wilmington Public Schools

Newark School District, Diagnostic Impact Centers

Behavior Disorders

Newark Living Studies Center

Governor Bacon Health Center

Governor Terry Children's Psychiatric Unit

Learning Disabilities

Pilot School

Newark Diagnostic Impact Centers

Beechwood School

Deaf and Hard-of-Hearing

Margaret S. Sterck School

Blind and Visually Impaired

Evan G. Shortlidge School

Orthopedically-handicapped; Special Health Problems

John G. Leach School

Evan G. Shortlidge School

(3.5.8.V.)

During the Introductory course, students become acquainted with and are urged to affiliate with appropriate professional organizations, including Student Council for Exceptional Children, the Mancus Foundation, Diamond State Association for Retarded Children (3.5.8.VII). In addition to a survey of national agencies supporting exceptional children, a directory of local services is presently being compiled by student researchers (ED 345) and will be made available to future students (3.5.8.VII).

During the Junior year, students normally take two special education courses--ED 340, Behavior Analysis in Special Education, and ED 345, Interrelated Exceptionalities. In the latter, the areas of behavior disorders, learning disabilities, and mental retardation are explored in greater depth (3.5.8.I.IV; 3.5.8.C.I; 3.5.8.C.IIa-d, h; 3.5.8.F.II). In both courses, additional opportunities for laboratory experiences with exceptional children are made available. The courses are designed to be taken concurrently with the Junior methods block, in which faculty make judgments about the student's suitability for teaching (3.5.8.VI); however, we have not yet worked out a satisfactory means of transmitting the methods block feedback to the special education faculty. It is an objective of Phase III programming to regularize this process. In ED 340, behavior analytic techniques are used to identify and correct learning problems through functional analysis of concept formation and the teaching act, and principles of behavior control are illustrated (3.5.8.II) to some degree, social skills for effective work with other school personnel are addressed, particularly

in a workshop exercise utilizing Mager's film lesson entitled Who Did What to Whom? (3.5.8.III).

The senior year is devoted to putting all the theory to practice, and working out problems on a case-by-case basis. Nine credits of student teaching are taken concurrently with an educational diagnosis course (ED 435) and a special instructional problems course (ED 430). The latter two meet half-time at the student teaching site, and half-time in the college classroom. The purpose of this arrangement is to allow the Cooperating Teacher and Diagnostic Specialist to present didactic materials to student teachers in groups and still supervise the implementation of these materials on an individual basis. Much of what students learn in earlier classwork is brought into play during this 14 week period, but particularly emphasized are the skills involved in the diagnosis and remediation of learning problems, (3.5.8.IIA,B; 3.5.8.IV; 3.5.8.A.II; 3.5.8.C.II.e.g.; 3.5.8.F.II,IV) and the planning and execution of learning experiences for groups and individuals (3.5.8.VIII; 3.5.8.C.IIg; 3.5.8.F.IV).

Areas in which our program content does not conform to NASDTEC Standards, other than as noted in the foregoing narrative, are as follows:

1. We do not believe that teaching techniques specific to the disorders enumerated in the APA nomenclature have been demonstrated (3.5.8.A.II); nor do we consider the diagnostic categories of classical neurology predictive of appropriate educational methods (3.5.8.F.II).
2. We have not dealt adequately with training in group dynamics, and interviewing, although the desirability of such training is conceded.
3. It is questionable how securely our graduates "have knowledge of learning theory" (3.5.8.F.I). While required to take various psychology courses, the proportion of Learning theory presented in these courses appears to be a matter of instructor preference.

IV. Curriculum Patterns

The pattern of progress through the undergraduate special education program has been alluded to in the foregoing sections and is summarized on the attached scheduling pattern (Appendix A). Critical characteristics are these:

1. During the first two years, the student works primarily on the satisfaction of general university requirements. The points of contact with the special education program are the introductory psychology course, which is taken mainly for background, and four introductory/foundations courses which systematically provide a variety of contact experiences with both normal and exceptional children (CD 121, ED 209, ED 258, ED 230). It is during this time that students are given a realistic basis for assessing special education as a suitable career choice.
2. During the junior year, intensive clinical teaching experience is gained through 24 credit hours of elementary methods. Junior level special education courses are scheduled around the methods block. Instruction in behavior analytic techniques, including systematic observation and quantification of classroom behavior, is given, and the foundation of the specialty areas are expanded in the Interrelated Exceptionalities course. It is expected that students will be in a position to further refine their career choice by selecting a specialty area at this time.
3. One semester of the senior year is devoted to student teaching, which has already been described in detail. The other is devoted to general requirements held over from Areas A, B, C, and E.

V. Demonstration of Competence

As early as the Introductory course in Special Education (ED 230), students become acquainted with demonstrations of competence under the auspices of a self-paced, unit mastery, contingency-managed course. While the initial

demonstrations involve knowledge factors for the most part, the emphasis soon shifts to modules involving performances more closely related to useful classroom skills (ED 340). It is expected that the number of modules will increase as a result of the review of our first class of student teachers (See II B above); i.e., having analyzed the competence deficiencies of our first class of seniors, we should be able to develop modules to alleviate the deficiencies.

Methods block supervision is a vital component in the evaluation of candidates for student teaching. The procedures followed are outlined in the Elementary program narrative. As previously noted, we plan to improve the transmission of feedback to the Special Education faculty as part of the agenda for Phase III. Student teaching placements have been made only twice in the Special Education program. The first selections were made on the basis of previous experience with student teaching placements at the graduate level, advice from local school special education directors, and personal knowledge of the Program Coordinator and Supervising Teacher. The second round of placements were based on experience gained in the first. The Supervising Teacher's judgment of locations was accepted as the best guide to placement.

Of the highest importance in our evaluation of the clinical experience has been the systematic analysis of each student teacher's strengths and weaknesses in the teaching situation. Requisite competencies are listed in behavioral terms and rated for each candidate's responses in both free and structured situations. This is the document that will be the point of reference for changes in courses taken in preparation for student teaching.

VI. Evaluation of Students

Three principal methods of evaluation of student competencies are used. These may be described as (1) traditional appraisal of self-directed activity,

(2) criterion-referenced testing of information acquisition in highly structured unit mastery course work, and (3) direct assessment of teaching skills.

1. Traditional appraisal of self-directed activity involves the evaluation of student-generated projects such as term papers, class presentations, case studies, curricular materials, etc. Where this method of evaluation is used, the instructor's judgment of the product is reflected in written comments to the student and the assignment of point values or letter grades to the work. Where possible, values are assigned to different aspects of the work--e.g., organization, content, analysis, etc.
2. Criterion-referenced testing is the assessment method in ED 230 and, to a lesser degree, in ED 340. In ED 230, the textbook material is broken down into 10 units. Instructional objectives for these units are cast in the form of constructed response quiz items. A pool of such items for each unit is placed in a computer file, and practice quizzes are generated with random selections of 10 items per quiz. Students process the textbook material with the help of the self-instructional materials. The number of practice quizzes is unlimited, although the optimum number of trials seems to be about 10 to 12. After training himself in this manner on the practice items (through comparison of his answers with a fold-out answer sheet) the student takes a multiple choice quiz composed of controlled proportions of items appearing in the unit practice pools and novel items which test the ability of the student to synthesize information and, in general, read between the lines. Criterion for the grade of "A" in this course is 90% of the available points. Peer evaluation of student performance is another feature of these courses. Students prepare synopses of articles in the current literature on Exceptional Children and present them to each other in group discussion. With five such discussions taking place during the

semester, each student receives the benefit of 25-30 reviews (group sizes vary, 5 or 6 to a group). The quality of presentation is ranked in a forced choice manner in terms of the benefit each student derives from it. The arithmetic totals of the rankings are obtained, and each student receives points based in the "benefit" range within which his score falls. The basic purposes of the arrangement are to (1) reinforce the preparation of meaningful literature reviews and the presentation skills involved in their delivery (2) involve students in a micro-teaching situation in which they will critically evaluate the instructional skills of others and receive feedback on their own efforts (3) involve students in the instructional process of a large-enrollment college course, thus making individualized attention to the development of an instructional skill possible.

3. Direct assessment of teaching skills is made during the student teaching semester. The Elementary Student Teaching Report assesses global qualities such as confidence, ability to give directions, etc. (Appendix B). The Record of Observation completed on each student is more frankly behavioral in its statement of competencies. This was developed by Mrs. Sheila Gorrafa, Supervising Teacher, as a means of assessing competence and providing feedback to student teachers. The value of this instrument can best be appreciated through reference to the sample document which is attached as Appendix C (IVA,1,2).

The transcript, as presently designed, gives no indication of the instructional modules contained in various courses. Only the course titles and numbers are given. This is an area in which service to prospective employers can be improved, but not a priority item on the present agenda of Elementary/Special Education (IVA,3,8).

VII. Program Integrity

All students in the undergraduate Elementary/Special Education Program receive advisement from a Special Education faculty member. Two main advisement periods are observed, Fall and Spring; however, students may receive advisement at any time during regular office hours or by appointment. Open meetings have been effectively used to communicate program developments and anticipated changes to students. Student membership on Faculty Committees is another means by which student participation in program development is assured. Comparison of the program pattern and student transcripts reveals only minor departures from the program course listings. These involve the substitution of equivalent courses, usually graduate or extension courses, in order to accommodate schedule conflicts and--at this early stage of program development--to avoid duplications among students who had already taken some special education courses at the graduate level prior to the undergraduate program being firmly established.

VIII. Program Resources

The Special Education staff consists of five full-time faculty members who represent a range of backgrounds and experiences. Collectively, they tend to be relatively more attuned to behavioral approaches to instruction and less taken with psychodiagnostic approaches--although diagnostic-prescriptive strategies are well represented in the skills and training of at least two members (Dr. Claude Marks, School Psychologist and Psychometrician, Dr. J. T. Hopkins, Psychometrician). Primary responsibility for the program rests with:

George Brabner, Professor, B.A. Yale, 1948; M.S. Education of Mentally Handicapped (Illinois), 1953; Ph.D. Education (Illinois), 1964. Background experience teaching private and public schools, normal and various exceptionalities. Coordinator of the Graduate Program in Mental Retardation.

John Gaynor, Assistant Professor, A.B. History, Florida, 1958; M.ED. Special Education, Behavior Disorders (Florida), 1967; Ph.D. Education (Florida), 1970. Background experience in evaluation of medical impairments, systems analysis, probation case work. Coordinator of the Undergraduate Program in Elementary/Special Education.

Sheila Gorrafa, Instructor, Ripon Training College, British Teacher's Certificate, Elementary Education, 1958; Manchester University. Teacher of the Deaf Certificate, 1959; B.S. Elementary Education (Honors), University of Delaware, 1966; M.ED., Special Education (Delaware), 1968. Background experience in deaf education and Demonstration Teacher, Experimental Educational Environment, University of Delaware, 1969-72.

J. Thomas Hopkins, Assistant Professor, A.B. Psychology, 1963, Davidson College; M.S., Guidance and Counseling (North Carolina State), 1967; ED.D. Special Education, 1972. Background experience in counseling, psychometrics, teaching perceptually handicapped and emotionally disturbed children.

Claude H. Marks, Associate Professor and Chairman, Department of Professional Services, B.B.ED. Music-Music Education, 1958 (Louisville); M.ED., Special Education (Pittsburgh), 1962; ED.D., Special Education (Pittsburgh), 1965. Background experience includes Certified School Psychologist, Director Special Education Instructional Materials Center. Coordinator Graduate Program in Behavior Disorders.

Facilities supporting the program are of two basic kinds: instructional resources, denoting facilities within the university for aid in general classroom instruction; clinical teaching support, denoting the liaison activity between University and local schools for the purpose of providing observational and teaching experience in the school setting.

Instructional resources include the Resource Center which occupies the East end of the ground floor, Willard Hall Education Building. Support from this center makes it possible to make study materials available to students every weekday from 0800 to 2100 and Saturdays to noon. It is through this Center that the auto-instructional materials for ED 230 are administered. Also, film strips, video and audio tapes, publications, curriculum materials and kits are available for student use. A beginning has been made in a Computer-mediated testing program. Software problems have delayed the use of the cathode-ray terminals in ED 230, but the conversion of the testing program in this and perhaps one other course is only a matter of time. The Center is also used in the demonstration of competency in the use of audio-visual equipment, starting September, 1973.

The Teaching Resources Center located across campus currently supplies the program with projectors, tape recorders, film strips, opaque and overhead projectors, training films, etc.

The observation classroom (Room 210, Willard Hall Education Building) has provided an excellent resource for special education. Presently 35 children exhibiting various handicaps receive special education services through the Diagnostic Impact Mini-Center, a departmentalized unit in which children receive services aimed at acquisition of skills and information, training in perceptual-motor activities, and specific remedial activities for areas of weakness. Students are involved with these pupils in both observational and tutorial activities.

The second basic kind of support facility is the Clinical Studies Center. In addition to coordinating the methods block and student teaching programs in the schools, the Center has provided transportation services for field observations (cf., para. III above).

In assessing these facilities, it is difficult to imagine the present program functioning without them. With the exception of the demonstration classroom, which we have not used to optimum effect, the facilities specified above are critical to the operation of the program and provide unique and valued service.